

Standard 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

8.2.2 Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students analyzed the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence and South Carolina’s role in these events (3-3.1). Students also summarized key conflicts and key leaders of the

American Revolution in South Carolina and their effects on the state, including the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain (3-3.2). Students summarized the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3.3.3).

In 4th grade, students compared the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem (4-3.6). Students explained the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans (4-3.7).

In United States History, students will learn the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC-2.2).

It is essential for students to know:

Students must understand that not all South Carolinians, indeed not all American colonists, agreed that the United States should be independent from Great Britain. The perspectives and roles of different South Carolinians during the American Revolution led to a civil war within South Carolina and ultimately impacted the success of the Patriot cause in the Revolutionary War.

The **political leaders** were wealthy white men who were land owners from the Lowcountry. Most were Patriots who supported independence. South Carolina Patriots created a provisional government to control the colony during the war.

American colonists volunteered as soldiers to fight in colonial militias and with Patriot **partisan** groups. **Patriots** were those colonists who supported the Continental Congress and independence. Most were from the Lowcountry and fought in small militias in their local areas.

South Carolina **Loyalists**, who remained loyal to the King and Great Britain, volunteered to fight on the side of the British. There were more Loyalists in South Carolina than in any of the other colonies, except New York. Most soldiers in the Upcountry were Loyalists, or **Tories** as the American Patriots derisively referred to them. Many of the Upcountry people were not true loyalists in principal, but instead wished to

live their lives without interference. An example would be the number of Upcountry German immigrants who had no allegiance to either the King or to the principles of democracy. Lowcountry Patriots and Upcountry Loyalists fought each other in the Revolutionary War. When the war ended, many Loyalists voluntarily left South Carolina for the Caribbean or Canada. Others were fined or run out of town.

Partisans were Patriots who fought a guerrilla war against the British regular army. They often took British soldiers in the countryside of South Carolina by surprise in hit and run ambushes.

Women managed farms and plantations when the men were away. Some served as messengers or nurses, others sacrificed their homes and fortunes to the Patriot cause. Other women were Loyalists.

Most African Americans continued to work as slaves in South Carolina. Some African Americans served as soldiers in the Continental Army. However, South Carolinians feared a slave uprising so at first they rejected the Continental Congress's appeal to allow slaves to serve non-military jobs for the army such as cooking. Later, when more manpower was needed, the law was changed to allow 1/3 of the militia to be made up of slaves but they were not allowed to serve as soldiers. African Americans fought with the partisan bands. South Carolina did not offer slaves their freedom in exchange for their service in the army. African Americans fought for the British in response to the promise that they would earn their freedom. In this effort, they were disappointed.

At first, many **Native Americans** tribes avoided war. After American colonists attacked the Native Americans on the frontier, Native Americans retaliated. Many supported the British because the British promised to return control of the west to the Native Americans. The Cherokees supported the British and attacked the colonists.

It is not essential for students to know:

Students do not need to know that special emissaries were sent to the Loyalists of the Upcountry or that these initiatives eventually led to the treaty of Ninety-Six. Although it would be helpful to know the names of the leaders of the partisan forces, students do not need to know the specific actions of the partisan bands under the leadership of Thomas Sumter, Francis Marion and Andrew Pickens. Students do not need to know the names or roles of specific women such as Emily Geiger and Rebecca Motte.

Assessment guidelines:

Appropriate assessments would require students to **compare** the perspectives and roles of different South Carolinians during the American Revolution. Student should be able to **explain** the roles of each of these groups and the part they played in the fighting.